

Monitoring Report
Associate of Applied Science in Technical Studies Degree
Barton County Community College
November 2015

1. Purpose of the report

This report's purpose is to describe Barton's systematic strategy for monitoring and evaluation of performance and quality of the AAS in Technical Studies degree program as it relates to student learning. This report is submitted per request of the Higher Learning Commission's (HLC) Institutional Actions Council (IAC).

2. Monitoring and evaluating the overall effectiveness and quality of the program

The AAS in Technical Studies degree program consist of 3 levels of assessment; classroom, course, and degree. Classroom assessment is formative and designed to collect immediate feedback which is used to create real-time adjustments in the classroom with the goal of improving student learning of defined competencies. Course assessment is more summative in nature and is linked not only to specific course competencies but also general education outcomes. The degree assessment is linked to Barton's Ends statement #6 Address Regional Workforce Needs.

Faculty are closely involved in the assessment of student learning in the classroom as well as program level. Ongoing collection of data and assessment of activities result in faculty driven curricular improvements.

Effectiveness and quality are systematically monitored and assessed through direct and indirect evidence of student learning using a variety of qualitative and quantitative evaluation tools that are embedded within individual courses and the overall program. This strategy includes feedback loops to ensure that assessment of student learning will result in program improvements.

3. Assessment to ensure expected student learning and achievement

At the classroom level formative tools such as Classroom Assessment Techniques (CATS) and direct testing are used to assess student learning and improve the quality of instruction. Conducted regularly, classroom assessment techniques provide faculty with meaningful information about student learning. Information gained from these techniques are used to affect real time adjustments designed to improve student learning. For many faculty, CATs provide an introduction to the nature of assessment laying the foundation for understanding assessment in the broader perspective. To add additional direction and focus to CATs instructors involved with the institution's course assessment project at the Course Level of assessment can identify which competencies are deficient in their classrooms. This will allow them to direct their CATs at specific parts of a given

competency in which they can identify causes for the lack of comprehension to improve student learning.

Pre-Tests and Post-Tests administered at the beginning and at the end of each course demonstrates student improvement as a result of learning during the course. As a direct evaluation of student learning, these instruments assess the progress students make throughout a term in total or component areas of a course.

Military Certificate Students - Standardized assessment tests developed by the United States Army Department of Defense validates course competencies through mandated certification exams. For example, in order to successfully complete MLTR 1535 Combat Lifesaver course students must take and pass a standardized exam developed and distributed by the US Army's Medical Department Center, Fort Sam Houston Texas. Certification cards are then issued to completers. Students are required to recertify each year (*See Appendix D*). MLTR 1050 Battle Staff Noncommissioned Officer Course requires the successful completion of a standardized exam administered by the United States Sergeants Major Academy, Fort Bliss Texas. Successful completion of MLTR 1029 Unit Movement Officer Course requires passing a certification exam from the United States Transportation School, Fort Lee Virginia. Upon successful completion of this course, students are certified to establish and implement movement plans for the deployment of US Army vehicles and equipment by rail.

4. Improvements made to the program's curriculum, services, and operations based upon results of the evaluations.

Evaluation of summative assessment data is a routine agenda item for departmental faculty meetings which are scheduled semi-annually. End of course evaluations are utilized as the primary assessment tool during these departmental curriculum review meetings. Through a systematic process and consensus, faculty develop plans to remediate identified patterns of weakness from analysis of evaluation results. Plans to improve student learning and quality may include revision of course curriculum which involves revisiting syllabi and or instructional methods. Doing this follow-up process any changes in curriculum and or instruction are documented for the purposes of improving student learning. Changes involving syllabi must be forwarded to and approved by Barton's faculty driven Learning, Instruction and Curriculum Committee (LICC). This committee functions in an advisory capacity to the Vice President of Instruction and Student Services. Focusing on academic and curricular matters, the committee's goal is to ensure instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality. The committee's charge includes formalizing a uniform syllabus format, reviewing and approving all program revisions, propose and/or approve changes to courses, programs, or prerequisites that enhance transferability, and guard the academic integrity of the college to assure that all programs, certificates and degrees are of uniformly high quality with current and valid course content. A sample of assessment data collected by faculty curriculum review committees is in *Appendix A*.

Evaluation results are also reviewed by staff and if relevant compiled for advisory committee members to review and provide recommendations for curriculum, instructional and equipment changes. Service related findings and issues are reviewed by Coordinators, Program Directors and the department Dean for recommendations, actions, and changes.

5. Ensuring students achieve the levels of performance expected by Barton and by stakeholders based upon assessments and improvements

The college utilizes technical advisory committees as well as employer feedback to gather program graduate satisfaction data as well as work place performance comments on graduates. This data can provide evidence of what students have and have not learned from a course of instruction. The college is also involved in several national consortiums and focus groups that provide the latest regional and national industry trends affecting workplace training requirements. See *Appendix B* Advisory Committee Minutes

6. Summary

Over the past 2 years, Barton Community College has successfully met the requirements of HLC's Institutional Actions Council. The assessment strategy and efforts for the AAS in Technical Studies degree continue to be guided by faculty, stakeholders, and the administration with a focus on continual improvement and quality of student learning.

Appendix A

Minutes- Department Faculty
Curriculum Review Committee

Barton Community College
Military Programs
Faculty Curriculum Review Minutes

At 0900 hours on 30 September 2013 Ms. Terri Mebane opened the Committee Meeting. The following faculty members were Present:

Gene Compton
Locadio Perez
Christian Smith
Roger Vanderlinde
Shawn Wood

Meeting Objectives:

- a. Review and discuss student concerns in areas of instructional content, delivery and presentations.
- b. Discussions and faculty assessments based on student comments of course areas needing improvement and/or modification, and those they found helpful.
- c. Discussion on the different Classroom Assessment Techniques (CAT) and how assessment methods can be used in the classroom and evaluating course outcomes.

Notes from evaluations:

- a. Faculty highlighted several areas by subject requiring in-class assessment. Faculty will address status of survey findings or recommendations at next course review.
- b. The student evaluations selected for this review covered the period of March 2013 through September 2013

Student evaluation findings by teaching area:

AMMO Handler

1. Previous Findings:
 - a. Publications are outdated. New publications have been purchased.
 - b. More Practical exercises (P.E.) and training aids, exercises match each subject based on length of the class. More P.E.'s have been added to the topics that need the most lecture time.
2. New Findings:
 - a. The students felt that more time should be spent on Department of the Army forms

Combat Lifesaver

1. Previous Findings:
 - a. Problem with the projector in the classroom. The problem was that the project blub had blown out and was replaced.
2. New Findings:
 - b. No new updates, continue monitoring course

CBRN

1. No new updates, continue monitoring course.

DTMS

1. Previous Findings:
 - a. Repetition of practical exercises. Instructor felt that the repetition of practical exercises was required based on the experience of junior soldiers working with DTMS.
 - b. Functioning computers was a problem and the class has been moved to a dedicated computer lab.
2. New Findings:
 - a. Provide step by step operating instructions to the students
 - b. There were comments made as to how the DTMS website is operating.

Field Sanitation

1. Previous Findings: no new findings from the previous meeting.
2. New Findings:
 - a. More hands on practice exercises

Fuel Handler

1. New Findings:
 - a. Allow time for students to copy each slide shown in class

HAZWOPER

1. Previous Findings:
 - a. Incorporate more training equipment, (i.e., drums, suits and monitors). More training equipment has been purchased to replace worn out suits and additional drums and monitors or exercises.
 - b. Develop more scenarios with outside support from other agencies. The instructor was unable to incorporate outside support based on work load and availability of these organizations at the present time.
1. New Findings:

No new updates were noted at this time.

MILES

1. No new updates were noted at this time. The lessons taught for this class are guided by military regulations and standards.

PRTLCL

1. New Findings:
 - a. Students suggest that the course be extended, will monitor
 - b. Provide CDs to students

SAMS-E Clerk

1. Previous Findings:
 - a. Slides presented in class need to be updated. The slides have been modified as a result of new program software updates.
2. New Findings:

- a. Recommendations to provide more practical exercises involving requesting work orders in the SAMS-E system.

PBUSE Clerk

1. New findings:
 - a. No updates were noted at this time, will continue monitoring course

TC AIMS

1. New Findings:
 - a. No updates were noted at this time, will continue monitoring course

Follow up Reviews:

The next curriculum meeting will be held April 2014. Military Schools will host another curriculum committee meeting to review current courses to evaluate the course syllabi and material for possible trends that may require updates and/or modifications

Barton Community College
Military Programs
Faculty Curriculum Review Minutes

At 1145 hours on 23 April 2014, Ms. Terri Mebane opened the Curriculum Review Meeting. The following faculty members were Present:

Gene Compton
Leo Perez
Christian Smith
Shawn Wood

Meeting Objectives:

- a. Review and discuss student concerns in areas of instructional content, delivery and presentations.
- b. Discussions and faculty assessments based on student comments of course areas needing improvement and/or modification, and those they found helpful.
- c. Discussion on the different Classroom Assessment Techniques (CAT) and how assessment methods can be used in the classroom and evaluating course outcomes.

Notes from evaluations:

- a. Faculty highlighted several areas by subject requiring in-class assessment. Faculty will address status of survey findings or recommendations at next course review.
- b. The student evaluations selected for the review covered a periods of November 2013 through March 2014

Student evaluation findings by teaching area:

92F DOT

1. New Findings:
 - a. Students felt that the instructors were very knowledgeable and professional.
 - b. No new updates were needed during this session and will continue monitoring course.

AMMO Handler

1. Previous Findings:
 - a. The students felt that more time should be spent on Department of the Army (DOT) forms. More time and additional practical exercises have been incorporated into the course.
2. New Findings:
 - a. The videos were old and blurry to view.
 - b. Some students wanted to retain all books upon completion of course.

Bus Driver

1. New Findings:
 - a. Edit student hand book with descriptions next to the photos in the book for easier identification of bus components.

CBRN

1. New Findings:
 - a. Allow time for the instructor to assist students having difficulties with subjects taught.
 - b. Provide CDs to students of course material.

Combat Lifesaver

1. New Findings:

No new updates were needed during this session and will continue monitoring course.

DTMS

1. Previous Findings:
 - a. Provide step by step operating instructions to the students. The Instructor has provided a step by step student handout for students in this class. Will monitor for improvements as to whether the handout needs modification.
 - b. There were comments made as to how the DTMS website is operating. The proponent that manages and maintains this website is working on a transition to new software. During this transition the website has worked sporadically, which makes it difficult for the instructor to provide adequate hands on and lectures.
1. New Findings:
 - a. Problems with DTMS training site, site would go down frequently. Same problem from previous review.

Field Sanitation

1. Previous Findings:
 - a. More hands on practical exercises. The instructor is monitoring course to determine if there is a need to provide additional practical exercises.
2. New Findings:

No new updates were needed during this session and will continue monitoring course.

Fuel Handler

1. Previous Findings:
 - a. Allow time for students to copy each slide shown in class. The instructor will slow down his lecture pace to allow time for students to take notes of each slide.
2. New Findings:

No new updates were needed during this session and will continue monitoring course.

Generator

1. New Findings:

No new updates were needed during this session and will continue monitoring course.

HAZWOPER

1. New Findings:
 - a. Students felt the course should be longer, but did not suggest in which subject areas.
 - b. Course equipment could be better, but did not suggest in what way.
 - c. Course books are worn and need replacing.

Maintenance Manager

1. New Findings:
 - a. Computers need updating
 - b. Slides are outdated

Master Driver

1. Previous Findings:
 - a. The Plan of Instruction (POI) does not have a logical sequence. The instructor reviewed the course outline to modify/arrange the topics in a logical order. The instructor will continue to review and make any additional necessary modifications.
2. New Findings:
 - a. The instructors presented the course material too quickly, needed to slow the pace.

MILES

No new updates were needed during this session and will continue monitoring course.

PBUSE Clerk

1. New Findings:
 - a. Students suggested that the course be extended, but did not suggest in what subject areas.

PRTLCL

1. Previous Findings:
 - a. Students suggested that the course hours be extended. Will monitor to see if there is a need to extend the length of this course.
 - b. Provide Compact Disks (CD) to students. The instructor is providing course materials on a CD for students. The availability of blank CDs is tied to the availability of funding.
2. New Findings:
 - a. Students suggested that the course be extended, but did not suggest in what subject areas.
 - b. Students suggested more practical exercises in movements and stretching exercises.

SAMS-E Clerk

1. Previous Findings:
 - a. Recommendations to provide more practical exercise involving requesting work orders in the SAMS-E system. The instructor has reviewed this lesson and has incorporated more time and practical exercises on this topic.
2. New Findings:
 - a. Knowledgeable instructor, he provided great training on how to resolve problems at the user/organizational level.

Self-Help

1. No new updates were needed during this session and will continue monitoring course.

TC-AIMS

1. No new updates were needed during this session and will continue monitoring course.

Unit Armorer/Supervisor

1. New Findings:

- a. Excellent hands on training with assembly and disassembly of weapons for reinforced training.
- b. No new updates were needed during this session and will continue monitoring course.

Follow up Reviews:

The next curriculum meeting will be held April 2014. Military Schools will host another curriculum committee meeting to review current courses to evaluate the course syllabi and material for possible trends that may require updates and/or modifications.

Barton Community College
Military Programs
Faculty Committee Meeting Minutes

At 1145 hours on 15 Jan 2015, Mr. Walter Brown opened the Committee Meeting. The following faculty members were Present:

Gene Compton	Walter Brown
Christian Smith	Chris Vanderlinde
Brandon Green	Roger Vanderlinde
Dennis King	Lawrence Weber

Meeting Objectives:

- a. Review and discuss student concerns in areas of instructional content, delivery and presentations.
- b. Discussions and faculty assessments based on student comments of course areas needing improvement and/or modification, and those they found helpful.
- c. Discussion on the different Classroom Assessment Techniques (CAT) and how assessment methods can be used in the classroom and evaluating course outcomes.

Notes from evaluations:

- a. Faculty highlighted several areas by subject requiring in-class assessment. Faculty will address status of survey findings or recommendations at next course review.
- b. The student evaluations selected for the review covered a periods of May 2014 through December 2014

Student evaluation findings by teaching area:

92F DOT

1. New Findings:
 - a. Suggestion to increase class hours to accommodate the volumes of information. Will continue monitoring course and evaluation subjects covered as whether there would be a need to extend lecture hours.

AMMO Handler

1. Previous Findings:
 - a. The videos were old and blurry to view. The instructor is looking into and search for current military videos for classroom lecture that will tie into the topics for this course.
 - b. Some students wanted to retain all books upon completion of course. There is not enough funding in the budget to provide books to each student that attends this class. The instructor is researching alternate resources that can possibly be provided to each students.
2. New Findings:

No new updates were needed during this session and will continue monitoring course.

Bus Driver

1. Previous Findings:
 - a. Edit student handbook with descriptions next to the photos in the book for easier identification of bus components. The instructor has made the appropriate modifications to the student handout that identifies the components of the bus.
2. New Findings:

No new updates were needed during this session and will continue monitoring course.

Fuel Handler

1. Previous Findings:

There were no new updates were needed during the previous session nor during this review. The instructor will continue monitoring course.

Generator

1. No new updates were required during this session and will continue monitoring course.

MILES

1. No updates from previous review sessions.
2. New findings:
 - a. Suggestion to increase class hours.

PRTL

1. Previous Findings:
 - a. Students suggested that the course hours be extended, but did not suggest in what subject areas. Instructor will continue monitoring course and evaluate the need to extend this course.
 - b. Students suggested more practical exercises in movements and stretching. The instructor will create more practical exercises on these topics and incorporate into the class if more lecture time is required.
1. New Findings:
 - a. Recommend that the instructor look at the training material for wear and tear.

Self-Help

1. No specific trends or updates noted, and will continue monitoring course.

Follow up Reviews:

The next curriculum meeting will be held in October 2015. Military Schools will host another curriculum committee meeting to review current courses to evaluate the course syllabi and material for possible trends that may require updates and/or modifications.

Barton Community College
Military Programs
Faculty Curriculum Review Minutes

At 0900 hours on 9 Oct 2015, Mr. Eric Bundy opened the Committee Meeting. The following faculty members were Present:

Chris Vanderlinde
Lawrence Weber
Richard Jones
Gene Compton

Dennis King
Shawn Wood
Eric Bundy
George Bowman

Meeting Objectives:

- a. The objective for this session is to follow up and compare notes from all previous curriculum minutes.
- b. Review and discuss student concerns in areas of instructional content, delivery and presentations
- c. Discussions and faculty assessments based on student comments of course areas needing improvement and/or modification, and those they found helpful.
- d. Discussion on the different Classroom Assessment Techniques (CAT) and how assessment methods can be used in the classroom and evaluating course outcomes.

Notes from evaluations:

- a. Faculty highlighted several areas by subject requiring in-class assessment. Faculty will address status of survey findings or recommendations. Faculty will review and compare findings and make any revisions deemed necessary to the course syllabus. Any revisions or modification to the course syllabus, outcomes and/or competencies will be forwarded to the Learning, Instruction, and Curriculum Committee (LICC) for approval.
- b. Minutes reviewed from previous session included 30 September 2013, 23 April 2014, and 15 January 2015.

The below listed notes are a result of previous curriculum evaluations and findings by teaching area:

92F Department of Transportation (DOT)

1. Follow-up Findings:
 - a. Suggest increased class hours to accommodate the many volumes of information. Will continue monitoring course to evaluate topic covered as to whether there would be a need to extend lecture hours.
2. Course of Action: Will continue monitoring course until the next curriculum review meeting.

Ammunition (AMMO) Handler

1. Follow-up Findings:

- a. Students stated that the videos were old and too blurry to view. The instructor is looking into this issue and searching for more current military videos
 - b. Another student suggestion is to spend more time on Department of Transportation (DOT) forms and practical exercises.
2. Course of Action:
The instructor is researching more current videos and will create additional practical exercises with a focus on DOT forms

Bus Driver

1. Follow-up Findings:
 - a. Edit student handbook with descriptions next to photos for easier identification of bus components. The instructor has made the appropriate modifications to the student handout that identifies bus components.
 - b. Extend driving time per student.
2. Course of Action:
The instructor has made the appropriate modifications to the student hand book and will continue monitoring the hand book based on the types of government buses used in the class.

Chemical, Biological, Radiological and Nuclear Defense Course (CBRN)

1. Follow-up Findings:
Students suggested that the instructor provide additional assistance to students who were having difficulties with some of the course topics. There was also a recommendation to tour a unit level chemical room to better understand its operation and setup.
2. Course of Action:
Instructor has coordinated with Fort Riley to identify a unit Chemical room for a tour. Instructor will provide more time to better assist students that are having difficulties.

COMBAT LIFESAVER (CLS)

1. Follow-up Findings: No specific trends or updates were mentioned during this review period.
2. New findings: Instructor will continue to monitor this course for any future modifications.

Digital Training Management System (DTMS)

1. Follow-up Findings:
In the past year this course has transitioned to a new and modified database program. The instructor has modified the student handbook and practical exercise. Some of the student comments highlighted the need for step by step instructions to navigate through the website. Other comments mentioned the functionality of the new training website which is maintained by military contractors.

2. Course of Action:

Instructor has modified the student handbook to provide better step by step instruction to navigate the website. As for the functionality of the training site, instructor will continue to contact the DTMS Help-desk for guidance.

Field Sanitation

1. Follow-up Findings:

One of the concerns indicated was that the students believed the regulations were outdated, otherwise there were no specific trends or updates noted.

2. Course of Action:

Instructor will request newer regulations for this course which are updated and maintained through the military. The instructor will continue to monitor for changes in course materials and updates.

Fuel Handler

1. Follow-up Findings:

Students suggest that the instructor slow down the lecture pace so they can take notes from the slide presentation or provide handouts.

2. Course of Action:

The instructor will continue monitoring the pace of his lecture.

Generator

1. Follow-up Findings: There are no concerns highlighted during this review period.

2. Course of Action: Instructor will continue to monitor course for potential modifications.

Hazardous Waste Operations and Emergency Response (HAZWOPER)

1. Follow-up Findings:

Student suggested that the course hours be extended and equipment be increased. These comments did not specify in detail the benefit of improvements.

2. Course of Action:

Instructor will monitor the course to see if there is a need to extend some of the topics as suggested. More Equipment has been identified and working with the installation in requisitioning additional training equipment for classroom purposes.

Maintenance Manager

1. Follow-up Findings: Student comments mentioned that the course slides were outdated.

2. Course of Action:

Instructor will work with the installation senior Maintenance Manager to obtain current lesson plans that include military maintenance programs and work practices.

Master Driver

1. Follow-Up Findings:

Previous comments were made that the Plan of Instruction did not have a logical sequence and that the lecture pace was too fast.

2. Course of Action:

Instructor will review and make any necessary revisions to the daily agenda for this course. Instructor will make a conscious effort to maintain a comfortable pace for all students.

MILES

1. Follow-up findings:

Some students suggested extended class hours but did not identify any particular topic requiring additional class time. There were no other concerns identified during this review period. This course follows US Army guidelines for lecture and practical exercises.

2. Course of Action: Instructor will continue to monitor course for any potential modifications.

PRTL

1. Follow-up Findings:

- a. Students suggested that the course be extended but did not suggest in what subject areas. Instructor will continue monitoring course to evaluate the need to extend this course.
- b. Students suggested more practical exercises in movements and stretching exercises. The instructor will create more practical exercises on these topics and incorporate into the class if more lecture time is required.
- c. Recommend that the instructor look at the training material for wear and tear.

2. Course of Action:

The instructor will re-evaluate the course to see where specific topics could possibly be extended, which would mean that the syllabus will have to be modified and submitted before the Learning, Instruction, and Curriculum Committee (LICC) for review and approval. An extension would allow for more practical exercises on the topics of movement and stretching exercises.

Property Book Unit Supply Enhanced (PBUSE)

1. Follow-up Findings: Students suggested that the course be extended, but did not provide specifics or identify which topics to extend.

2. Course of Action: Instructor will continue to monitor course for future need for modifications.

Self-Help

1. Follow-up Findings:

No specific trends or concerns noted. This course follows the installation Barracks and Administrative office upkeep and repairs to buildings and facilities guidelines as designated by Fort Riley Public Works organization.

2. Course of Action: Instructor will continue to monitor course for any future modifications.

Standard Army Maintenance System- Enhanced (SAMS-E) Clerk

1. Follow-up Findings:
Recommend the lecture slides be updated to reflect SAMS-E software updates. Another suggestion is to add more practical exercises that involve requesting work orders in the SAMS-E system.
2. Course of Action:
Instructor has updated the lecture slides to reflect the current software updates as well as implementing additional practical exercises for work orders.

Transportation Coordinators – Automated Information for Movement Systems II (TC-AIMS II)

1. Follow-up Findings: No specific trends or concerns were mentioned in student critiques.
2. Course of Action: Instructor will continue to monitor course and any updates provide for this military program.

UNIT ARMORER/Unit ARMORER SUPERVISER Course

1. Follow-up Findings:
Students commented on the excellent hands-on training of weapons assembly and disassembly during the class. Students stated that this deeply familiarized them with the different parts of the weapon and reinforced the training.
2. Course of Action: Instructor will continue to monitor this course for any future modifications.

Unit Movement Officer (UMO) Course

1. Follow-up Findings:
This is a new course offered within the last 8 months. The course syllabus follows the guidelines and regulations set forth by the United States Army of Transportation Corp and Transportation School Center.
2. Course of Action: Instructor will continue monitoring course and guidelines established by the U.S. Army.

Appendix B

Minutes Curriculum Advisory Committee

Military Programs Curriculum Committee
Chemical, Biological, Radiological and Nuclear Defense Course

Memorandum for Record

Date: 28 September 2015

Meeting Location: Military Schools Campus
 8388 Armistead Street
 Ft. Riley, Kansas 66442

Personnel in attendance were introduced:

SGM Roger Matthew – Division Chemical Sergeant Major

MSG Jamey Cowley – Division Chemical Training Liaison

George Lutz – Barton CC, Associate Faculty CBRN Instructor

Terri Mebane – Barton CC, Military School Director

At approximately 1:30 pm George Lutz called the meeting to order, he then turned the meeting over SGM Matthews. SGM Matthews made some opening statements in reference to a recent deployment and how Chemical Defense soldiers were performing their jobs on the battle field as expected.

SGM Matthew visited the CBRN School at Fort Leonard Wood, MO. During his visit, SGM Matthews had learned of the new plans of instruction for unit level CBRN Defense operations. SGM Matthews is working with the Chemical School for updated lesson plans. Military schools will be able to teach future CBRN defense classes using the new course updates. One of the topics that is being considered is contingency operations. SGM Matthews felt this topic could be reinforced in the classroom and unit level organizations.

SGM Matthews asked if Military Schools is training soldiers on how to run a chemical gas chamber? This is a topic that military schools is not equipped train soldiers on. Units can attend the Range Safety Officer classes if needed to be able to run a chemical gas chamber.

Actions:

At the conclusion of this meeting SGM Matthews will provide military schools with a copy of the new plans of instruction as soon as he is able to get copies. All participants were given an opportunity to make comments on issues and concerns as it pertains to the new updates for the CBRN defense course.

Recommendation:

Once military schools receives the new lesson plans, George Lutz will review the syllabus for any major modifications to the outcomes and competencies. Mr. Lutz will forward a revised syllabus to the Learning, Instruction, and Curriculum Committee for approval.

At 2:45 pm the meeting was adjourned.

Military Programs Advisory/Curriculum Committee
Certificate of Dangerous Materials Handling

Memorandum for Record

Date: 6 January 2015

Meeting Location: Military School Campus
8388 Armistead Street
Ft Riley, Kansas 66442

1:00 pm: Mr. Walter Brown Dangerous Material Handling Instructor, called the meeting to order.

1:15 pm: All personnel in attendance were introduced:

- a. Chuck Hoff, LRC-ALOG contractor, Tank Farm Supervisor
- b. Douglas Kneisl, LRC-ALOG contractor, Safety Supervisor
- c. Dennis Silvara, LRC-ALOG contractor, Project Manager
- d. WO1 Larry Jones, Petroleum Manager, 1st Sustainment Bde
- e. George Scharff, DOD Civilian, Installation Ammunition Manager
- f. Scott Cook, FSI/LRC contractor, Installation Ammunition Supply Point Manager
- g. Ray Arnold, DPTMS Military School Program Manager
- h. Dan Hammond, DPTMS, Chief of Military Schools
- i. Walter Hill, Garrison Safety Office
- j. Ray Daniels, CW3, Ammunition Manager, 1st Sustainment Bde
- k. Steven Chapman SGT 84th Explosive Ordnance Detachment
- l. Candice Adams SPC 84th Explosive Ordnance Detachment

Subject:

1:30pm Mr. Brown explained that the purpose of today's meeting was to discuss issues, problems and concerns military units are experiencing across the installation and 1st Infantry Division related to the Fueling operations and Ammunition operations. Mr. Brown went on to explain this meeting would address Fort Riley's Military Schools Dangerous Material Handling courses and any issues related to the effectiveness of the training at unit level. The members reviewed course syllabus for any updates or modifications. The objective for the committee meeting was to discuss the Security Awareness Training for Shipment of HAZMAT materials. Based on a recent update to the Defense Transportation Regulation for Cargo Movement there is a new requirement for module testing and the different online module testing such as cyber security awareness training. Part of the discussion was whether this recent update to the regulation, is if these module testing is needed as a prerequisite to the Transportation, Handling and Storage of Explosive Materials course. Mr. Scott Cook suggested that if the military is required to take a web based Cyber Security Awareness course that this course should be sufficient and would not

need to be a prerequisite. Mr. Ray Daniels recommended that he contact the military Ordinance School and center for further guidance on the web based course.

The next topic for discussion was on the licensing requirement for drivers transporting ammunitions and explosives and hazardous materials. The HAZMAT endorsement should be annotated on the military driver's license and the date of the HAZMAT training.

The last topic for discussion was in reference to two new forms that will be included into the Transportation, Handling and Storage of Explosive Materials course. The DOD Multimodal Dangerous Good Declaration and Container Packing Certificate forms.

Action:

The Various members of the committee provided feedback on issues and concerns as to the requirement for the Security Awareness training as to whether the web base cyber security awareness offered to the military through the US Army Cyber Center of Excellence would be sufficient for this requirement. If so then no additional action required. If not, then the concern would be if the student would have the means and access to computers to complete the web based training.

Recommendation:

Mr. Ray Daniels stated that this issue would need to be further researched and should be revisited at a later date to determined need to add a perquisite to this course. Mr. Brown gave each member an opportunity to comment on any other issues or concern.

3:15pm Mr. Brown adjourned the meeting.

Military Programs Curriculum Committee
Field Sanitation Course

10 Jul 2014

Memorandum for Record

Meeting Location: Military School Campus
8388 Armistead Street
Fort Riley, KS 66442

At approximately 9:00 am Eugene Compton called the meeting to order.

Personnel in attendance were introduced:

MAJ Jason Krantz – Division Preventative Medical Officer
1LT Jessica Morley – 2d BDE Preventative Medical Officer
CPT Tiffani Hapke – Division Surgeon Office
Terri Mebane – Director Military Programs, Barton CC
Ray Arnold – DPTMS - Program Manager Military Schools

1. The topic of discussion for this meeting is to outline the 1st Infantry Division standards for Field Sanitation teams.
2. References.
 - a. AR 40-5, Preventive Medicine, 25 May 2007
 - b. DA Pam 40-11 Preventive Medicine, 19 Oct 2009
 - c. FM 4-02, Army Health System, August 2013
 - d. FM 4-02.17, Preventive Medicine Services. 28 Aug 2000
 - e. FM 4-02.21, Division and Brigade Surgeons Handbook, 15 Nov 2000
 - f. ATP 4-25.12, Unit Field Sanitation Team, 30 April 2014
 - g. FM 21-10, Field Hygiene and Sanitation, 21 Jun 2000
3. Facts.
 - a. IAW AR 40-5 Section 1-7 b (4) b: Company-sized units will establish and employ manned, trained, and equipped unit field sanitation teams (FSTs), according to the Army doctrine published in FM 4-02.17, chapter 2 and appendix A, and ATP 4-25.12, chapters 1-2 and appendixes A-D.
 - b. IAW DA Pam 40-11 Section 3-3: The FST consists of at least two individuals, one of which is an NCO. 1 ID requires that the team members have gone through training within the last three years.

c. IAW FM 21-10 Section 4-3: Unit FSTs serve as advisors to the commander on individual and unit PMM that prevent DNBI. To assess the medical threat (disease/illness risk), the team members must be able to perform the following tasks:

- a. Disinfect unit water supplies.
- b. Check unit water supply for chlorine.
- c. Inspect unit field food service operations.
- d. Inspect unit waste disposal operations.
- e. Control arthropods, rodents, and other animals in unit area.
- f. Train unit personnel in use of individual PMM.
- g. Monitor status of PMM in unit.
- h. Assist in selection of a unit bivouac site.
- i. Supervise the construction of field sanitation devices.
- j. Monitor unit personnel in the application of individual PPM.
- k. Inspect water containers and trailers.

d. In addition to the tasks listed in part c of this paper, the FST has responsibility to report possible toxic industrial chemicals (TIC)/toxic industrial materials (TIM) contamination to the unit commander and respond IAW ATP 4-25.12 Section 2-2 a and 2-52 through 2-57.

e. Units are required to properly equip their Field Sanitation teams. The below items are required individual items for units that need to replace existing kits.

NSN	NOMENCLATURE	UI	RECOMM	PLAN FACTOR	SUPPLY CLASS
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HAND WASHING					
7360-01-481-7512	Field Wash Station (Desert Sand)	EA	2	1/100 indiv	
7240-00-089-3827	Can, Water, Military, Plastic (lusterless sand color), 5 gallon	EA	2	as needed	2
8520-01-490-7358	Hand Sanitizer	BX		2/indiv	

INDIVIDUAL PEST					
3740-00-252-3383	Swatter, Fly (UI contains 12 Fly Swatters)	DZ	2	1/150 indiv	2
6840-01-284-3982	Insect Repellent, Personal Application, 2 oz tube (UI contains 12 Tubes)	BX	20	2 tubes/ indiv	3
6840-01-278-1336	Insect Repellent, Clothing and Bednet Treatment, Aerosol, 6 oz cans (UI contains 12 cans)	BX	10	1 can/ indiv	3

7210-01-518-7310	Bednet, Pop-up, self supporting bed net, Coyote brown, Permethrin treated	EA		1/indiv	3
6840-01-309-3890	Deep Woods Off				

AREA PEST					
3740-01-523-0708	Trap Insect, Flies Be Gone, 50/ BX	BX	2	2/unit	3
3740-01-412-9371	Insect Fly Catcher, P/N 510, 144 sticky rolls/BX	BX	2	1/indiv	3
6840-01-377-7049	Mosquito Larvacide, PN Bactimos 100 Briquetts	BX	2	2/unit	3
3740-00-252-3384	Mouse Trap, Spring Indiv (12 Traps/BX)	DZ	4	4 DZ/ 150 indiv	9
3740-00-260-1398	Rat Traps Spring (12 Traps/ BX)	DZ	4	4 DZ/ 150 indiv	9

WASTE					
4510-01-485-0760	Bags, Waste Kits (WAG BAG®, Waste Bag Kits, D007W00, 100 bags/BX)	BX	20	1/10 indiv	9

WATER TREATMENT					
6640-01-502-1866	Aquacheck test strips, total & free chlorine	BT	10	10	3
6810-00-255-0471	Calcium Hypochlorite, 6 oz jar	BT	4	1/50 indiv	2
6840-01-070-7877	Spoon Measuring, Plastic (0.5g)	EA	2	2	2

f. For units that do not have existing kits the below item is the whole Field Sanitation kit.

KITS

4540-01-578-4352	Field Sanitation Kit	EA	1	1	9
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- g. IAW FM 4-02.21 Section 1-4 d: The Division Surgeon Preventive Medicine cell is responsible for monitoring the status of individual and small unit preventive medicine measures which include the following:

Field sanitation teams

- h. The Division Surgeon Preventive Medicine cell monitors the training and equipping of the division FSTs through the BDE ESEOs and BDE medical planners.
- i. Military Schools will provide course instruction.

4. Action:

Each member of the committee provided feedback in reference to the latest change of the 1st ID standards as it pertains to unit level FST teams and FST kits and supplies. Military schools will revise the lecture materials and review course syllabi, outcomes, and competencies for modifications as needed.

4. Recommendation.

All units will comply with the standards as set forth through the Division Surgeon Preventive Medicine cell. Units will re-look at the equipment and supplies needed for the FST kits and make necessary adjustments to meet the new standards.

Barton Community College

Military Programs

DTMS

19 November 2013

This meeting was requested by MSG Bills (Division Commandant) to discuss ways to pull data from DTMS for Leaders to maintain a Leaders Book.

Attendance:

MSG Bills – Division Commandant

Dan Hammond – DPTMS, Chief of Military Schools

Terri Mebane - Barton Director

Roger Vanderlinde – Faculty Instructor

Gene Compton – Faculty Instructor

The meeting opened up with an introduction of the attendee and an explanation for the meeting. The focus for the meeting was to see how data could be pulled from DTMS to create and have available information for Leaders. Roger showed MSG Bills

- How to create data/reports down to Platoon, Squad and Team levels.
- Showed how to filter information such as APFT, Weapons qualifications and Soldier Tasks.
- Discussed how to export to an excel sheet.

Problem areas:

Data is as good as the information that is entered in the system or may not be current.

Unit Training NCO's having time to enter data in for each soldier assigned to unit.

Sample Leader Book:

MSG Bills requested to create specific data for a sample Leaders Book. MSG Bills asked to pull data for APFT, Weapons Qualification, Civilian Education, Soldiers Task and Job Book AWT and Deployment task. After pulling the data, exporting it to an excel spreadsheet, Roger was able to product the required information needed for a sample Leaders Book for MSG Bills to take back to Division CSM to review.

Appendix C

Charter – Learning, Instruction, & Curriculum Committee

Team Charter

Barton Community College
Learning, Instruction, & Curriculum Committee
2013-2014

Name of Project

Learning, Instruction, & Curriculum Committee

Committee Purpose

This committee functions in an advisory capacity to the Vice President of Instruction and Student Services. Focusing on academic and curricular matters, the committee's goal is to ensure instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality.

Boundaries & Limitations

The Committee serves as a critical coordinating "link" to its sub-committee--Outcomes Assessment, which supports the same purpose. Further, the coordinator(s) of the Outcomes Assessment Committee shall regularly attend the monthly meetings of the Learning, Instruction, & Curriculum Committee to update their colleagues on items or activities related to curriculum.

When necessary, the Committee may form additional sub-committees for the purpose of addressing specific issues relevant to student learning (i.e., technology). Meetings shall be held on a monthly basis to review agenda items and take action. The Vice President of Instruction and Student Services shall assist in the facilitation of the functioning of the meetings by working closely with the Committee Team Leader to ensure the management of coordinating activities (i.e., scheduling, agenda, and minutes).

Expected Results

Members of the Committee shall:

- Guard the academic integrity of the college; to assure that all programs, certificates and degrees are of uniformly high quality with current and valid course content;
- Evaluate and approve new courses, new programs of study (transfer), and new programs (vocational);
- Review and approve all program revisions;
- Suggest additions, deletions or modifications to course content or Master Syllabi;
- Propose and/or approve changes to course, programs, or pre-requisites that enhance transferability;
- Assist in the incorporation of Advisory Committee input in the enhancement of certificates and degrees;
- Review and recommend changes to faculty credentialing guidelines and evaluation processes
- Set high standards of performance for both teaching and learning;
- Serve as a communications link for all changes and updates related to the curriculum;
- Make recommendations to the Vice President of Instruction and Student Services pertaining to such academic and curricular matters.
- With the Vice President of Instruction and Student Services, manage the program review process

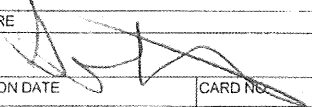
Assets Available

- Budget Authority - None
- Human Resources - Appointed Membership
- Administrative Support - Sponsor: Dr. Carl Heilman
Coach: Dr. Penny Quinn
Standing members of the Committee (i.e., Dean of Academics, Dean of Fort Riley Learning Services & Military Operations, Dean of Workforce Training & Community Education, and Dean of Fort Riley Technical Education & Military outreach Training)
- Other Resources Membership - College mission statement, Committee Charter, sub-committee (i.e., Outcomes Assessment Committee), related administrative support personnel (i.e., Dean of Student Services, Dean of Business Services, Coordinator of Instructional/Institutional Research, Information Technology, and/or Director of Grants)
- Committee Membership - Membership shall consist of a minimum of ten (10) faculty members, chosen from both the Barton County and Fort Riley campus, to represent a broad spectrum of the curriculum both academic and vocational. The new members will come on the committee at the August meeting. The last meeting for the members rotating off will be July.
- | | |
|----------------------------|----------------------------------|
| Brian Howe (July 2015) | Stephannie Goerl (July 2015) |
| Evelyn Parker (July 2016) | Cheryl Lippert (July 2016) |
| Deanna Stevens (July 2015) | Randy Allen (July 2015) |
| Louise Masden (July 2015) | Kim Brennan (July 2016) |
| Ashley Arnold (July 2016) | Mike Cox (July 2014) |
| John Truitt (July 2014) | Karen Kratzer (Advisement Coor.) |
- Additional members are:
- Registrar: Lori Crowther
 - Director of Learning Resources: Regina Casper
- Terms of Office - Faculty Council shall appoint committee membership from those recommended by their constituencies on a three year rotation.
- Evaluation - In cooperation with the subcommittee (Outcomes Assessment Committee), members of the Learning, Instruction, & Curriculum Committee shall annually evaluate their activities and accomplishments in a report to the sponsor. Committee charters shall be reviewed annually and revised as needed.

Appendix D

Example of United States Department of Defense
Standardized Exam
For
MTR 1535 Combat Lifesaver Course

CERTIFICATE OF QUALIFICATION

NAME (LAST, FIRST, MIDDLE INITIAL)		ORGANIZATION	
		BCCC	
TITLE		SPEC / STANDARD	
Combat Life Saver		AR 350-41	
NAME OF TRAINER (LAST, FIRST, MI)			
SIGNATURE		DATE	
		3 SEP 15	
EXPIRATION DATE		CARD NO.	
3 SEP 16			
REMARKS			

CERTIFICATE OF QUALIFICATION

NAME (LAST, FIRST, MIDDLE INITIAL)		ORGANIZATION
DOE, JOHN		
TITLE	SPEC / STANDARD	
Combat Life Saver	AR 350-41	
NAME OF TRAINER (LAST, FIRST, MI)		
SIGNATURE		DATE
		16 OCT 15
EXPIRATION DATE	CARD NO:	
16 OCT 16		
REMARKS		

**COMBAT LIFESAVER COURSE: EXAMINATION
IS0875**

**TO BE USED WITH
INTERSCHOOL SUBCOURSE IS0871
COMBAT LIFESAVER COURSE: STUDENT SELF-STUDY**

**U.S. ARMY MEDICAL DEPARTMENT CENTER AND SCHOOL
FORT SAM HOUSTON, TEXAS**

**THIS BOOKLET IS TO BE MAINTAINED BY
THE PRIMARY INSTRUCTOR (GROUP
LEADER) FOR THE COMBAT LIFESAVER
COURSE.**

**IF YOU ARE A STUDENT, GIVE THIS
BOOKLET TO THE INSTRUCTOR
IMMEDIATELY
WITHOUT OPENING THE BOOKLET
FURTHER.**

The "C" edition of IS0875, Combat Lifesaver Course: Examinations, is a major revision of the "B" edition. The "B" edition should no longer be used. Edition C of IS0875 should only be used with Edition C of IS0871 (Combat Lifesaver Course: Student Self-Study) and Edition C of IS0873 (Combat Lifesaver Course: Instructor Guide).

ADMINISTRATIVE PROBLEMS

Questions of an administrative nature (missing pages, etc.) should be addressed to the Army Institute for Professional Development (AIPD):

Address: The Army Institute for Professional Development
ATTN: ATIC-IPS (Student Services)
U.S. Army Training Support Center
Newport News, VA 23628-0001

Telephone: DSN 826-2127/3322
Commercial (757) 878-2127/3322
Fax (757) 878-5410
E-mail sectiona@atsc.army.mil

CONTENT QUESTIONS

Questions about the subject matter content of this examination booklet should be directed to the Department of Combat Medic Training at Fort Sam Houston, Texas.

Address: U.S. Army Medical Department Center and School
Department of Combat Medic Training
ATTN: MCCA-AW
3151 W W White Road
Fort Sam Houston, TX 78234-6100

Telephone: DSN 471-5235
Commercial (210) 221-5235

E-mail: Donald.Parsons@amedd.army.mil

CLARIFICATION OF TERMINOLOGY

When used in this publication, words such as "he," "him," "his," and "men" are intended to include both the masculine and feminine genders unless specifically stated otherwise or when obvious in context.

REPRODUCTION

Combat lifesaver examinations may be reproduced as needed.

COMBAT LIFESAVER WRITTEN EXAMINATION

Student's Name _____

Date: _____

Examination Number _____

INSTRUCTIONS: For examination items 1 through 40, select the lettered response that **BEST** answers the question or **BEST** completes the incomplete statement. Write the letter of your response in the appropriate blank below. Note that the items are in columns (examination items 1 through 20 in the first column, examination items 21 through 40 in the second column).

- | | |
|-----------|-----------|
| 1. _____ | 21. _____ |
| 2. _____ | 22. _____ |
| 3. _____ | 23. _____ |
| 4. _____ | 24. _____ |
| 5. _____ | 25. _____ |
| 6. _____ | 26. _____ |
| 7. _____ | 27. _____ |
| 8. _____ | 28. _____ |
| 9. _____ | 29. _____ |
| 10. _____ | 30. _____ |
| 11. _____ | 31. _____ |
| 12. _____ | 32. _____ |
| 13. _____ | 33. _____ |
| 14. _____ | 34. _____ |
| 15. _____ | 35. _____ |
| 16. _____ | 36. _____ |
| 17. _____ | 37. _____ |
| 18. _____ | 38. _____ |
| 19. _____ | 39. _____ |
| 20. _____ | 40. _____ |

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1. Which of the following statements is true?
 - a. Most soldiers who die from combat injuries on the battlefield could not have been saved by self-aid, buddy-aid, or combat lifesaver efforts.
 - b. Almost all combat deaths on the battlefield could have been prevented by using self-aid, buddy-aid, or combat lifesaver efforts.

2. According to IS0871, which of the following actions on the battlefield will result in preventing the most deaths due to ground combat?
 - a. Performing needle chest decompression to relieve tension pneumothorax.
 - b. Removing airway obstructions.
 - c. Controlling severe bleeding on extremities.
 - d. Covering minor injuries with an Emergency Bandage to prevent infection.

3. Which of the following is NOT one of the three phases of tactical combat casualty care?
 - a. Care under fire.
 - b. Tactical field care.
 - c. Tactical evacuation care.
 - d. Tactical mobile surgical care.

4. Which of the following best describes a combat lifesaver?
 - a. A nonmedical soldier who provides lifesaving measures as his primary mission.
 - b. A nonmedical soldier who provides lifesaving measures as his secondary mission.
 - c. A medical soldier who provides lifesaving measures as his primary mission.
 - d. A medical soldier who provides lifesaving measures as his secondary mission.

5. Your squad is under enemy fire. You see that a Soldier has been wounded. Your platoon sergeant tells you to keep firing. As a combat lifesaver, you should:
 - a. Keep firing.
 - b. Stop firing and treat the casualty.

6. You are providing care under fire to a casualty. Which of the following actions can be performed before moving the casualty to a safe location?
 - a. Open the casualty's airway (head-tilt/chin-lift).
 - b. Perform needle chest decompression.
 - c. Apply a tourniquet to a limb with severe bleeding from a wound.
 - d. Insert a nasopharyngeal airway.
 - e. All of the above actions can be performed before moving the casualty to a safe location.

7. The casualty and you are protected from enemy fire. The casualty has a wound to his right leg. You have controlled the bleeding using an Emergency Bandage and pressure. The casualty is alert, sitting up, and not in respiratory distress. You can easily detect his radial pulse. Which of the following should you do?
 - a. Insert a nasopharyngeal airway.
 - b. Perform needle chest decompression.
 - c. Administer the casualty's combat pill pack.
 - d. Apply a tourniquet above the Emergency Bandage.

8. You are on the battlefield and under enemy fire. A casualty has a penetrating open chest injury. The casualty is not breathing, is making no attempt to move, and has no pulse. You should:
 - a. Open the casualty's airway and check again for breathing.
 - b. Seal the entrance and exit wounds with airtight material.
 - c. Begin administering cardiopulmonary resuscitation.
 - d. Not attempt to treat the casualty.

9. You come upon a soldier who is lying on his back and appears to be unconscious. You do not see any obvious wounds. You are not under enemy fire. What should you do first?
- Open the casualty's airway using the head-tilt/chin-lift method.
 - Insert a nasopharyngeal airway into the casualty's nostril.
 - Perform cardiopulmonary resuscitation.
 - Gently shake the casualty's shoulder and ask, "Are you OK?" in a loud voice.
10. You are evaluating a casualty using the AVPU method for determining the level of consciousness. The casualty does not respond when you ask him questions in a loud voice, but reacts to pain when you rub his sternum briskly with your knuckle. You should classify the casualty's level of consciousness as:
- A.
 - V.
 - P.
 - U.
11. You are in a tactical field care situation (not under enemy fire). A soldier is lying on his back. He is breathing and is alert. He has no serious wounds to his extremities or head. You see an entrance wound on the casualty's chest. What should you do now?
- Seal the chest wound and check for other open chest wounds on his back.
 - Apply an Emergency Bandage to the wound on his chest and begin rescue breathing (mouth-to-mouth resuscitation).
 - Perform a needle chest decompression.
 - Insert a nasopharyngeal airway into the casualty's nostril.
12. Four soldiers are acting as litter bearers for a casualty lying on a standard litter. The soldiers are facing the same direction. What should each bearer do before grasping the litter handle?
- Distribute his weight equally on both feet while in a squatting position.
 - Kneel with both knees on the ground.
 - Kneel with the knee nearest the litter raised and the other knee on the ground.
 - Kneel with the knee nearest the litter on the ground and the other knee raised.

13. You are treating a casualty who was near an explosion. A small stick has penetrated his leg and about half of the stick is protruding from the wound. Which of the following should you do?
- Pull the stick out of the wound; then apply an Emergency Bandage to the wound.
 - Apply bulky dressing materials around the stick; then secure the dressing materials with a bandage.
 - Use your scissors to cut the stick even with the wound; then apply an Emergency Bandage to the wound.
 - Push the stick below the level of the wound; then apply an Emergency Bandage to the wound.
14. Which of the following relies on pressure and a hemostatic agent (kaolin) that causes blood to clot when it comes into contact with the blood?
- Combat Gauze.
 - Combat Application Tourniquet.
 - Emergency Bandage.
 - Field First Aid Dressing.
15. You have applied an Emergency Bandage to a wound on the casualty's forearm. The casualty is sitting up with his back against a tree. What else should you do to help control the bleeding?
- Apply a Combat Application Tourniquet on top of the Emergency Bandage.
 - Apply a Combat Application Tourniquet two inches above the Emergency Bandage.
 - Insert a nasopharyngeal airway.
 - Have the casualty apply manual pressure to the dressing.
16. You come upon a casualty who has suffered a complete amputation about six inches below his knee. What should you do?
- Apply a tourniquet to the leg.
 - Apply an Emergency Bandage to the leg.
 - Apply an improvised pressure dressing to the leg.
 - Wrap the stump with Combat Gauze.

17. The band of a Combat Application Tourniquet is being applied to a severely bleeding wound on the casualty's arm. Where should the tourniquet band be placed?
- a. Six inches above the wound.
 - b. Two inches above the wound.
 - c. Directly over the wound.
 - d. Two inches below the wound.
 - e. Six inches below the wound.
18. Which of the following is applied with the aim of stopping blood circulation to the wound?
- a. Emergency Bandage.
 - b. Combat Application Tourniquet.
 - c. Pressure dressing.
 - d. Manual pressure.
19. You have applied a Combat Application Tourniquet to the casualty's left arm. What should you write on the casualty's forehead?
- a. "A".
 - b. "X".
 - c. "T".
 - d. "LA".
 - e. Nothing.
20. You have classified a casualty as unresponsive, positioned the casualty on his back, and opened his airway using the head-tilt/chin-lift method. You are now going to check the casualty for breathing using the look, listen, and feel method. Which of the following statements is correct?
- a. You should maintain the head-tilt/chin-lift while checking the casualty for breathing.
 - b. You should remove your hands from the casualty's head before checking the casualty for breathing.
 - c. You should remove your hand from the casualty's chin to feel the casualty's chest, but keep the other hand on his forehead to maintain pressure.

[END OF FIRST COLUMN ON ANSWER SHEET]

21. In which of the following situations should you insert a nasopharyngeal airway?
- The casualty is unconscious, but breathing on his own.
 - The casualty is conscious and breathing at a rate of less than two respirations every 15 seconds.
 - The casualty is conscious, but is making snoring or gurgling sounds when he breathes.
 - In choices "b" and "c" above, but not choice "a."
 - In choices "a," "b," and "c" above.
22. You are in a tactical field care situation and have inserted a nasopharyngeal airway in a casualty. You are now going to seek medical aid. How should you position the casualty?
- On his back with his arms above his head.
 - On his back with his arms at his sides.
 - On his side with his hand supporting his head.
 - On his chest with his head turned to one side.
23. You are performing rescue breathing on an unconscious soldier. Which of the following procedures is correct?
- Administer rescue breathing at the rate of one breath every five seconds. After 12 ventilations, check the casualty's pulse.
 - Administer rescue breathing at the rate of one breath every three seconds. After 20 ventilations, check the casualty's pulse.
 - Administer rescue breathing at the rate of one breath every five seconds. Check the casualty's pulse every five to ten minutes.
 - Administer rescue breathing at the rate of one breath every three seconds. Check the casualty's pulse every five to ten minutes.
24. What should you do with the nasopharyngeal tube before inserting it into the casualty's nostril?
- Lubricate the outside of the tube with antibacterial ointment.
 - Rub the outside of the tube with an iodine solution.
 - Pour alcohol through the inside of the tube.
 - Lubricate the outside of the tube with water or sterile lubricating jelly.
 - None of the above; the tube is inserted as is.

25. A casualty has suffered a penetrating (open) chest wound to the left side of his chest and no other wounds. Which of the following is most likely to happen if the wound is not properly treated?
- His right lung will collapse.
 - His left lung will collapse.
 - Both lungs will collapse.
26. A casualty has an open chest wound to the left side of his chest (entrance wound, no exit wound). He is conscious and alert. You have sealed and dressed the wound. Needle chest decompression is not required. How should the casualty be positioned?
- On his left side only.
 - On his right side only.
 - On his left side or sitting up with his back supported.
 - On his right side or sitting up with his back supported.
27. You are applying a plastic wrapper to seal an open chest wound. The casualty is unconscious. You should apply the plastic wrapper immediately after the casualty:
- Inhales.
 - Exhales.
28. A casualty has an open chest wound (no exit wound). You are applying a square piece of plastic over the wound in order to seal the wound. How is the plastic improvised seal secured?
- Tape down three sides of the plastic square to form a flutter-valve effect.
 - Take two long pieces of tape. Tape down opposite corners of the plastic square so that the pieces of tape form an "X" shape over the plastic square.
 - Tape down two parallel sides of the plastic square to form a flutter-valve effect.
 - Tape down all four sides of the plastic square.

29. When performing a needle chest decompression, the needle should be inserted on the mid-clavicular line just above the _____ rib.
- First.
 - Third.
 - Fifth.
 - Seventh.
30. You are going to enter the date 24 June 2010 on a Field Medical Card. How should the date be entered?
- 24 JUN 2010.
 - 24/06/10.
 - 10/24/06.
 - 10/06/24.
31. You have initiated a Field Medical Card on a casualty who is about to be evacuated. What should you do with the card?
- Tear the original out of the pad and use the wire to attach the card to the casualty's clothing.
 - Tear the original out of the pad and insert it in the front right pocket of the casualty's shirt.
 - Tear the duplicate out of the pad and use the wire to attach the duplicate to the casualty's clothing.
 - Tear the duplicate out of the pad and insert it in the front right pocket of the casualty's shirt.
32. You have initiated a tactical combat casualty care (TCCC) card on a casualty who is being prepared for medical evacuation. What should you do with the card?
- Give it to the attending medic in the ambulance.
 - Give it to the ambulance driver.
 - Place the card in the casualty's upper left sleeve or left trouser cargo pocket.
 - Tape the card to the casualty's chest.

33. The wartime nine-line medical evacuation request is summarized below.

- Line 1--Grid coordinates
- Line 2--Radio frequency, call sign and suffix
- Line 3--Number of casualties by category (priority/precedence)
- Line 4--Special equipment required
- Line 5--Number of casualties by type (ambulatory, litter)
- Line 6--Security of pick-up site
- Line 7--Method(s) of marking pick-up site
- Line 8--Casualty nationality and status (military, civilian, EPW)
- Line 9--NBC contamination

Of the above nine lines, what information needs to be transmitted before the ambulance begins its mission?

- a. Lines 1 through 3.
 - b. Lines 1 through 5.
 - c. Lines 1 through 7.
 - d. All nine lines must be transmitted before the ambulance begins its mission.
34. In wartime, which line of a nine-line MEDEVAC request is not transmitted when it is not applicable?
- a. Line 4.
 - b. Line 8.
 - c. Line 9.
 - d. None; no line of the nine-line MEDEVAC request can be omitted.
35. You are going to request medical evacuation. What should you say to notify the person receiving the message that you are going to make a MEDEVAC request?
- a. Roger, Roger, I have a request for evacuation. Over.
 - b. Please dispatch (an air) (a ground) ambulance to the following location. (State location.)
 - c. I require medical assistance ASAP. Over.
 - d. I have a MEDEVAC request. Over.

36. Which of the following is described below?

It is worn by the soldier under his body armor and encircles his torso and lower extremities. It has two handles that are rolled and stored behind the soldier's neck. If the soldier becomes a casualty, another soldier can unroll and grasp the handles to quickly drag the casualty to safety.

- a. Soft Litter Individual Carry Kit (SLICK).
- b. Black Hawk Fast Attack Litter.
- c. Rat strap.
- d. Dragon Harness.

37. Which of the following is the preferred one-person carry for moving a conscious casualty in full gear to a place of safety?

- a. Fireman's carry.
- b. Hawes carry.

38. Where is the dragline of the SKED litter located?

- a. At the head of the litter.
- b. At the foot of the litter.

39. Which of the following gives the procedures for making an improvised litter using a poncho and two poles once you have placed the poncho flat on the ground?

- a. Cut four slits in the poncho near the corners, then pass the poles through the slits so that the poles are parallel to each other.
- b. Cut four slits in the poncho near the corners, then pass the poles through the slits so the poles cross. Use the drawstrings of the poncho to tie the poles together where they cross so the poles will not slip during evacuation.
- c. Place the two poles so that the poncho is divided into thirds. Fold each outer third over its pole so that the bed of the litter has three layers.
- d. Place the poles at opposite ends of the poncho. Roll the poncho material and one pole so that about one-third of the poncho is rolled around the pole. Then perform the same procedure using the other pole.

40. A casualty is to be evacuated to a collection point using a SKED litter. As the combat lifesaver, you will be the leader of the four-person litter team. Where will you normally position yourself?
- a. Near the casualty's right foot.
 - b. Near the casualty's left foot.
 - c. Near the casualty's right shoulder.
 - d. Near the casualty's left shoulder.

END OF WRITTEN EXAMINATION